DOCUMENT RESUME

ED 310 811 JC 890 417

TITLE	Programs That Promote Retention of Minority Students in Postsecondary Occupational Education.
INSTITUTION	State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS AGENCY	New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE	89
NOTE	102p.
PUB TYPE	Reports - Research/Technical (143) -- Reference Materials - Directories/Catalogs (132) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Persistence; Administrator Evaluation; Community Colleges; *Minority Groups; Program Content; *Program Descriptions; Questionnaires; *School Holding Power; *Student Personnel Services; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS	*New York

ABSTRACT

In the late fall of 1988, a study was undertaken of retention efforts focusing on minority students enrolled in occupational education programs in New York two-year colleges. Specifically, the study sought to determine the extent to which the state's colleges had programs or services to facilitate the persistence and retention of minority students once enrolled, and to profile these programs and services for dissemination to postsecondary educators across the state. Data were collected from a questionnaire mailed to the chief academic and chief student personnel officers at 61 two-year colleges in New York. Major findings from the 45 usable forms received included the following: (1) 63.8% of the chief administrators rated the need to specifically address the retention of minority students as substantial, 27.7% rated the need as moderate, while 8.5% indicated very little need; (2) primary barriers identified in the retention of minority students included the lack of college funds, job/family responsibilities of students, inability to afford college, the lack of minority faculty and staff, and a college location outside of minority concentrations; (3) 50.5% of colleges indicated that segments of recruitment presentations in the community were designed specifically for minority students, while almost 24% reported early warning systems and preregistration campus visitations designed for targeted populations; and (4) retention efforts geared primarily to minority students included support groups, special advertising, intrusive or directive academic advising, and bridge and orientation programs. The bulk of the document consists of profiles of sixty-six retention programs that provide the following information: purpose of the program; a brief description; source of financial support; evidence of success; program contact; and the institution of origin. The survey instrument is appended. (JMC)

ED310811

PROGRAMS THAT PROMOTE RETENTION OF MINORITY STUDENTS IN POSTSECONDARY OCCUPATIONAL EDUCATION

Two-Year College Development Center
University at Albany

in cooperation with

Bureau of Postsecondary Grants Administration
New York State Education Department

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Fall 1989

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PREFACE

This compilation of programs and services designed to enhance retention, particularly of minority populations targeted by the Carl D. Perkins Vocational Education Act, is an activity of a project undertaken by the Two-Year College Development Center, University at Albany, State University of New York, and supported by the Bureau of Postsecondary Grants Administration, New York State Education Department.

We wish to express our appreciation to the administrators, faculty and staff at the 45 two-year colleges who shared information about their retention-related programs and services. Without their cooperation and willingness to share, the compilation of this document would not have been possible. Also, we want to acknowledge the support and guidance provided by the project's Advisory Committee throughout this first phase. A special thank you to:

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New York State Education Department

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Policy concerns regarding underrepresentation of certain ethnic groups in higher education and the professions motivate interest in persistence of minorities. Ethnicity should, by itself, have no influence on academic success. However, ethnic differences are often associated with educational and social disadvantages which are related to academic success.

The term "minority" is used in this report as it is commonly understood. While we acknowledge that this broad usage may do disservice to a specific ethnic group in a specific situation, it has been used as an inclusive term for reasons of brevity and economy of language. Also, clear distinctions among ethnic groups were not always reported by the colleges. Therefore, we hope our use of minority and related words/terms will communicate even if there is some perception of inadequacy.

It is our intention that this document will be a resource to facilitate sharing and exchange among faculty and staff at various two-year colleges that will ultimately result in improved retention for all students.

Dr. LaVerna M. Fadale
Project Director

A product of a research and development project
supported by funds from the Carl D. Perkins Vocational Education Act
administered by the Bureau of Postsecondary Grants Administration
New York State Education Department

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I. INTRODUCTION

During the past five years much has been written about the need to increase access of minority students to higher education. Recently in New York (State Education Department, 1989) there have been a number of legislative and program initiatives designed to increase awareness and educational opportunities for minority students. The open door policies of most two-year colleges have resulted in that segment of higher education being one of the most important collegiate entry points for minority students.

Currently attention is being drawn to persistence and retention as an increasing number of educators and policymakers acknowledge that larger enrollments are not enough. A recent front page article of the Chronicle of Higher Education (Cage, 1989) reflected this growing concern, "More Minority Programs Now Emphasizing Efforts to Keep Students Enrolled in College." Regarding retention, Richardson (1989) has written that "...every rung of the educational ladder must be in place" if minority students are to succeed. His ladder begins with early intervention in public schools to improve educational planning and preparation, and continues with intrusive academic advising and career guidance at the collegiate level.

Many authors list mentoring by faculty and older, successful students as an important key to minority student achievement. Wright (1987) has written that institutions need to set retention program goals in terms of students achieving developmental tasks rather than numerical persistence ratios, and to then organize programs to help students achieve those tasks. Bender (1987) identified a variety of programs and

support services sponsored by community colleges in Florida that relate to minority student retention. Included were:

- mentoring programs
- introductions to career fields
- ethnic advisory committees
- ample scholarships and financial aid
- tutoring services
- academic monitoring and warning systems
- awards and recognition programs
- basic skill/developmental programs
- active outreach and recruitment.

The American Council on Education has recognized the need to reconceptualize the approach to the issues of minority participation. Their recent publication, Minorities on Campus (1989) contains suggestions for institutional planning, strategies for success, and examples of programs at selected colleges. It is, as its subtitle suggests, a handbook for action. Among the strategies emphasized are:

- create a hospitable environment
- incorporate services for minority students into related services for all students
- emphasize teaching and learning for all students
- relate support programs to major subjects and fields of study
- provide trained, experienced teachers for underprepared students
- integrate academic and student affairs programs
- provide peer counseling, timely financial aid, budget counseling, and emergency loan services
- provide more work-study and fewer loans, and then link work-study to courses and programs
- provide incentives to faculty and staff for active involvement in minority achievement programs

The current presence of minorities in two-year colleges is exemplified by the following data.[1] Of all associate degrees conferred in 1986-87 by SUNY, CUNY, and independent colleges in New York State (N=41,729), 10.5% were awarded to Black students, 6.3% to Hispanic

---

[1]Extrapolated from the State Education Department's College and University Racial/Ethnic Distribution of Degrees Conferred 1986-87; Information Center on Education, University of the State of New York.

students, and 2.6% to other minorities. Unknown and non-resident aliens accounted for 5.7% of the associate degrees awarded. Not surprisingly, CUNY's ratio of minorities to total degrees awarded is nearly 70% while the ratio for SUNY is 7% and 21% for independent colleges. Geographic location is a major factor in determining student ethnicity at community and two-year colleges.

In the late fall of 1988, the Two-Year College Development Center, University at Albany, in cooperation with the Bureau of Postsecondary Grants Administration, New York State Education Department, undertook a study of retention focusing on minority students enrolled in two-year college occupational education programs. The intent of this research was to determine the extent to which New York State two-year colleges have programs or services to facilitate the persistence and retention of minority students once enrolled, and to profile and disseminate such programs and services to postsecondary educators across the state.

II. METHODOLOGY AND DATA OUTCOMES

The primary data collection technique was a mail survey which consisted of a two-part questionnaire. One part, the Overview Form, was directed at Chief Academic and Chief Student Personnel Officers at each college. The purpose of this form was to obtain comprehensive information from the administrative viewpoint. The second form, Specific Programs, was designed to collect descriptive material regarding those programs and services that were deemed as worthy of sharing. Appendix A is comprised of the questionnaire forms.

Prior to statewide distribution, the instruments were reviewed by the Project Advisory Committee. Their suggestions and recommendations

regarding clarity, effective items and format were used to review the original document and develop the final edition. The survey instruments were mailed in late February to 61 two-year colleges in New York State, including SUNY and CUNY community colleges, Colleges of Agriculture and/or Technology, and selected independent institutions. After appropriate follow-up requests, usable forms were received from 45 institutions resulting in a response rate of 72.5%. The responses provide a representative sample of the two-year colleges in New York State comprised of 93% of SUNY community colleges, 83% of CUNY community colleges, 67% of Colleges of Agriculture and Technology, and 58% of independent institutions. From these responding institutions, a total of 66 programs/services were profiled.

Summary of Results

The chief administrators were asked to assess, from their perspective as administrators, the magnitude of need to specifically address the retention of minority students on their respective campuses.

Figure 1

Rating of Local Magnitude of Need for Minority Retention Activities

Very Little		Moderate		Very Great
8.5%	--	27.7%	31.9%	31.9%

N = 45 colleges

As indicated, more than 63% rated the need as substantial, about 28% as moderate and less than 9% indicating very little need. In explaining these ratings, 46.5% of the administrators indicated that

retention was a college-wide concern for all students regardless of heritage; 23.3% described the local campus and/or locale in terms of lack of minority groups in their service areas, 20.9% provided information about start-up or planned retention efforts and 9.3% pointed to enrollment as an issue to be addressed prior to retention of minority students.

Using information collected by the New York State Education Department that identified obstacles to retention of minority students (1988), administrators were asked to rank the three most influential obstacles relative to their local college. Seven primary barriers were offered as potential responses: the lack of college funds for intervention programs, job-family responsibilities of students, inability to afford college attendance, a lack of minority faculty/ administrative staff, lack of appropriate social/cultural activities, unsupportive surrounding community, and location of college outside minority concentrations. Figure 2 summarizes the priority given each by the responding administrators.

As illustrated, job-family responsibilities of students and college location outside minority concentrations were two obstacles identified most frequently as a first priority. The lack of college funds for intervention programs and lack of minority faculty/administrative staff were third and fourth in frequency under the first priority. At the second priority level, location of the college and lack of minority staff were again identified most frequently. Similarly, third level priorities identified lack of minority staff, followed by lack of college funds for intervention programs. An

Figure 2

Priority Level Summary of Locally Influential Obstacles to Minority Retention

	Priority 1	Priority 2	Priority 3	Checked Only
Job/family responsibilities of students	25.5%	13.1%	10.9%	4.3%
College located outside minority concentrations	21.7%[1,2]	15.2%[1,2]	6.5%	-
Lack of minority faculty/administrative staff	15.2%	15.2%[1,2]	19.6%[1,2]	4.3%
Lack college funds for intervention programs	19.6%	4.3%	17.0%[1,3]	2.2%
Inability to afford college attendance	8.7%	14.9%	8.7%	4.3%
Lack of appropriate social/cultural activities	4.3%	13.1%[3]	13.1%[3]	2.8%
Surrounding community unsupportive	-	6.5%	-	4.3%
College located outside minority concentrations	21.7%[1,2]	15.2%[1,2]	6.5%	-
Other	8.7%	6.5%	6.5%	2.8%

[1]Two most frequently identified in respective priority level.
[2]Identified as one of two most frequent barriers in two priority levels.
[3]Identified as one of three most frequent barriers in two priority levels.
(Does not equal 100% due to multiple responses.)

overall view of the three priority levels suggest that geographical location, lack of minority staff, and needed funds for intervention programs were consistently identified as major obstacles at all three priority levels. In addition, the data demonstrate that job/family

responsibilities of students is also an important barrier at many colleges. Explanatory comments regarding specific or individual barriers included inadequate academic skills, limited financial resources, low self-esteem, lack of career awareness, under-preparedness at the secondary level and lack of goal clarity.

In order to further quantify the responses, each rating was weighted by priority level and multiplied by frequency of rating--3 for first priority rating, 2 for second priority rating, 1 for third priority rating. "Other" responses were not included.

This procedure resulted in the following rank order of perceived barriers:

1. job/family responsibilities of students
2. college located outside minority concentrations
3. lack of minority faculty/administrative staff
4. lack of college funds for intervention programs
5. inability to afford college attendance
6. lack of appropriate social/cultural activities
7. surrounding community unsupportive.

These results are similar to those reported by the State Education Department in their July 1988 Tentative Statewide Plan for the Development of Postsecondary Education.

In responding to the next question, administrators were requested to perform two tasks: 1) to identify general retention efforts, and 2) to identify those with a segment specifically for minority students. These data are summarized in Figure 3.

Figure 3

Summary of Operational Retention Efforts

General Retention Effort for Total Student Body		Specific Segment Targeted to Minority Students
97.8%	Remedial/developmental instruction	17.4%
97.8%	Tutoring	19.6%
84.8%	Recruitment presentations in the community	50.5%
84.8%	Career guidance to translate educational goals into appropriate programs of study	19.6%
82.6%	Academic assessment efforts coupled with courses designed to offset gaps in preparation	15.2%
82.6%	Support services/programs for part-time students	15.2%
82.6%	Support services/programs for adult students	15.2%
78.3%	Pre-registration college visitations	23.9%
78.3%	Supplemental instructional opportunities	8.7%
78.3%	Personal recruitment letters to high school/other students	21.7%
71.7%	Early warning system	23.9%
63.0%	Child care availability	13.0%
58.7%	Freshman seminar/teaching for success	10.9%
43.4%	Pre-college summer program	21.9%
26.6%	Cooperative/intervention programs with high schools	19.6%
26.6%	Involvement of alumni as role models	15.2%
21.7%	Faculty mentoring/adopt a student	13.0%
21.7%	Transportation support	4.3%
19.6%	Peer mentoring/buddy system	13.0%
32.6%	Other	15.2%

N = 45 colleges

(Does not equal 100% due to multiple responses.)

As indicated, more than 95% of colleges report the presence of remedial or developmental instruction and tutoring as retention support of all students. These are followed in frequency, about 85%, by identifying recruitment programs in the community and career guidance to help translate educational goals into programs of study. More than 82% indicated that the following were operational: support services and

programs for part-time students and adult students, and academic assessment coupled with courses designed to offset skill deficiencies. Fifty percent (50%) of the colleges indicated that segments of recruitment presentations in the community are designed specifically for minority students and almost 24% that the early warning system and pre-registration campus visitations also have targeted segments. Personal recruitment letters and pre-college summer programs were identified by more than 21% of respondents as having segments targeted to minority students.

Respondents were also asked to identify the types or categories of campus retention activities and to request more descriptive information from the staff member most directly involved. The categories in which activities were most often designated are shown in Figure 4.

Figure 4

Categories of Retention Efforts Geared Primarily to Minority Students

68.1%	Support groups/clubs for minority students
45.7%	Special advertising to minority community
40.4%	Intrusive or directive academic advising
34.1%	Bridge/orientation programs to accustom minority students to college-level coursework and campus atmosphere
32.6%	Other (such as cultural workshops, awareness efforts, scholarships, etc.)
27.6%	Ethnic studies courses
19.6%	Tailored financial aid programs and policies
15.2%	Special orientation to help minority students with choice or courses/registration
8.7%	Office/coordinator for minority affairs

N = 45 colleges

(Does not equal 100% due to multiple responses.)

The most frequently reported category of activities was the existence of clubs or support groups (almost 70%), special advertising/recruitment (about 46%) and intrusive/directive academic advising (about 41%). With the exception of bridging/orientation programs indicated by about 34%, all other categories were designated by fewer than 1/3 of the respondents.

There was also an interest in determining the extent to which colleges had data available (or soon to be available) on the effectiveness and/or progress of programs for the retention of minority students by career programs.

Figure 5

Data Availability - Retention of Minority Students by Career Programs

44.2%	25.0%	Yes
	19.2%	Some
55.8%		No

N = 45 colleges

As shown in Figure 5, 25% indicated that such data were/would soon be available, more than 19% that some data were available, and more than 55% that no such data were available at this time. Of those 44% with data, enrollment by ethnicity, persistence and graduation rates by ethnic category, programs for specified time periods and cohort tracking were the types of data mentioned most frequently. Others with some availability tended to note new data systems and capability to monitor longitudinal studies and comparative persistence. Those reporting no data at this time often indicated that retention was not collected for

minority students separate from college-wide statistics. Others noted that there are plans for persistence studies in the near future.

Most of the remainder of this document is devoted to a compilation of profiles of each program and service identified. Each program profile includes title, major purpose, brief description, funding source, type of evaluative evidence and contact person in order to facilitate exchange and sharing among readers and program staff.

III. PROGRAM PROFILES

Of the 66 programs profiled in the following pages, 50.0% are placed within or report through Academic Affairs, 45.5% with Student Affairs and 4.5% some combination of both. Based on the current literature and the results of the project survey, each program profile is categorized on two dimensions, scope and function.

The first dimension, scope, shows how it relates to the college as a whole. A particular program may be designed to ameliorate a particular deficiency or meet a particular student need related to persistence but is open to any student at the college. Programs appropriate to this category, 25.7% of total, are designated as General Population.

Other programs target the retention of one or more special populations, for example, disadvantaged, probationary or single parents/heads of household. Such special populations are likely to include minorities but are not targeted as such. Programs appropriate to this category, 37.9% of total, are designated as Special Populations.

Some programs or services are designed specifically to improve the retention of minority student populations. Programs appropriate to this category, 36.4% of total, are designated as Minority Populations.

Following these designations of scope, each program that is profiled on the following pages is coded as shown below:

1 = General Population

2 = Special Populations

3 = Minority Populations

The second dimension relates to the primary function of the program or service. The following are descriptions of each functional category used:

Access

This category includes such activities as recruitment, admissions outreach and collaboration with secondary schools. Efforts in this category are geared toward facilitating access into postsecondary career programs.

Transition

The activities within this grouping emphasize the transition process into postsecondary education. Examples include orientation programs, financial aid/scholarship information and services and developmental and/or remediation programs.

Support Services - General

The efforts within this category may assist in both academic success and personal integration into the two-year college. These services are usually designed for all students. Examples include tutoring and counseling.

Support Services Related to Specific Career/Academic Programs

Services within this grouping are directly related to

a specific career or academic program and are designed to enhance academic success within specific courses or program areas. Math tutoring specifically to support accounting courses is illustrative of these services.

College as Community

This category consists of those activities and services designed toward building a more hospitable and accepting environment for all cultures and ethnic diversities. The importance of these efforts cannot be overstated as most individuals who feel alienated from the daily campus environment are not likely to persist. Examples include ethnic awareness weeks and formal or informal student clubs or groups.

Multi-Function

This grouping includes programs or services that encompass two or more functions such as recruitment, remediation, peer tutoring and targeted counseling services.

The code for each function is as follows:

A = Access
B = Transition
C = Support Service - General
D = Support Services Related to Specific Career/ Academic Programs
E = College as Community
F = Multi-Function

Figure 6 summarizes the frequency of the profiled activities by the dimensions of scope and function.

As shown, the dimension of scope is distributed from about 25% (General) to almost 40% (Special Populations) and more than 35% (Minority). The distribution for function ranges from Specific Support Services (about 24%) and General Support Services (about 23%), to Transition and College as Community at about 12%. Multi-function activities account for almost 14% of the described efforts and Access for 16%. All reported activities dealing with the college environment and cultural diversity are geared to helping minority students. Support services for specific programs are designed for the general or special populations which may include minority students.

Figure 6

Summary of Category Frequency by Functional Scope

	General-1	Special Populations-2	Minority-3	Total
A-Access	2	2	7	11 (16.6%)
B-Transition	1	4	2	7 (10.7%)
C-Support Services General	5	6	4	15 (22.7%)
D-Support Services Specific Programs	8	8	-	16 (24.2%)
E-College as Community	-	-	8	8 (12.2%)
F-Multi-Function	1	5	3	9 (13.6%)
Total	17 (25.7%)	25 (37.9%)	24 (36.4%)	66 (100%)

A Word About Some Common Programs

There are a number of similarly titled programs and services that are common to many colleges.

As previously shown in Figure 3, almost all two-year colleges have an operational learning assistance or support center and/or a developmental or remedial program but only those respondents who submitted the profile information of their remedial/developmental program or service are included. Readers may view these as illustrative of what is available at most New York State two-year colleges.

Educational Opportunity Programs (EOP) are found at essentially all SUNY community colleges while Higher Education Opportunity Programs (HEOP) are present at SUNY Colleges of Agriculture and/or Technology, and many independent colleges. Within CUNY, College Discovery is a program for educationally and economically disadvantaged students that is similar to EOP and HEOP programs.

Science and Technology Entry Programs (STEP) and College-STEP (C-STEP) are new state programs administered by the Bureau of Professional Career Opportunity Programs that focus on providing assistance to disadvantaged and minority students to prepare for entry (STEP) and to succeed in college programs (C-STEP) that lead to a variety of careers involving science and technology. During 1988, two-year colleges active in STEP were:

Borough of Manhattan Community College
Bronx Community College
Elizabeth Seton College
LaGuardia Community College
Hudson Valley Community College
Medgar Evers Community College
Monroe Community College
New York City Technical College
SUNY College of Technology at Farmingdale
Suffolk County Community College

The following colleges have C-STEP programs in operation:

Borough of Manhattan Community College
Cazenovia College
Dutchess Community College
Hudson Valley Community College
LaGuardia Community College
Medgar Evers Community College
Monroe Community College
Onondaga Community College
Suffolk County Community College

CODE: 1-A

PROJECT CARE - A COLLEGE/HIGH SCHOOL PARTNERSHIP

- -

Purpose/Outcome

Project CARE, a collaborative venture between New York City Technical College, CUNY, and George Westinghouse Vocational and Technical High School, is a program designed to utilize resources and personnel of two urban technical institutions to improve the quality of education at a New York City high school.

Description

The partnership strives to encourage students to successfully complete high school and to prepare themselves to continue into higher education. The project serves all of Westinghouse - its students, faculty and staff - in a unique program to achieve a model for positive change in New York City public education. The program has three major directions: it offers academic and affective activities to students in grades 9 through 12 ranging from college level math and science to remediation to mentoring; it provides faculty development opportunities for high school teachers and it supports curriculum development and innovation in a variety of disciplines. The program is delivered at both sites; students utilize the classrooms, laboratories, learning centers and library at the college to supplement the high school's facilities. High school students interact with college student role models from similar backgrounds and similar neighborhoods who have made a successful transition to college.

Division/Department/Unit

Academic Affairs: Co-administered by high school and college personnel.

Source of Financial Support

Institutional

Success Evidence

Project CARE works toward improving the quality of the educational experience for its students. By participating in an enriched academic program and by experiencing college, students gain academically and affectively. By involvement of faculty in development activities and program design, students gain a more enlightened and empowered staff.

- -

Contact

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CODE: 1-A

SPECIAL TRANSFER CONFERENCES

Purpose/Outcome

This program serves the dual purpose of providing information and role modeling opportunities.

Description

Transfer College Week is normally scheduled during March to allow all students an opportunity to explore the programs available at several senior institutions. Furthermore, one of these days is specifically reserved for the historically Black colleges. Representatives from these institutions are available to meet with African American and other students during the day and evening. Typically, a day panel discussion is conducted at which students learn about the advantages of attending the historically Black institutions. An evening program, also open to members of the community, highlights speakers from many of the Black institutions and their graduates who have distinguished themselves in many of the professions.

Division/Department/Unit

Student Affairs

Source of Financial Support

College

Success Evidence

Student and faculty feedback

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CODE: 1-B

ORIENTATION AND CAREER DEVELOPMENT COURSE (OCD)

- -

Purpose/Outcome

To help incoming students to survive their freshman year (90% minority enrollment).

Description

A one-hour course (non-credit) which is required of all freshmen. It focuses on goal setting, career exploration, time management and other survival/success needs.

Division/Department/Unit

Student Affairs: Student Development

Source of Financial Support

College

Success Evidence

Professional observation, anecdotal information and student feedback

- -

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West 181st Street & University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 1-C

CAREER SERVICES

- -

Purpose/Outcome

To assist students with career selection, job readiness and acquisition.

Description

The College has a job bank, holds career days, sponsors workshops for resume writing and job interviews, and offers an elective course in career development. It also has a computerized program to assist students in meeting career decisions.

Division/Department/Unit

Student Affairs: Student Development

Source of Financial Support

College; VEA

Success Evidence

Professional observation, anecdotal information, student feedback and program review.

- -

Contact Evelyn Kish, Dean

Institution Bronx Community College
West 181st Street and University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 1-C

LEARNING SKILLS CENTER

- -

Purpose/Outcome

To provide instructional assistance to improve English, Mathematics and Study Skills.

Description

The Learning Skills Center offers assistance to all students and services are tailored to meet individual student needs -- a Learning Specialist assists students with specific learning disabilities, acts as a liaison between disabled students, campus and sponsoring agency, and with a Special Needs Counselor advocate, provide counseling, and referrals.

- A professional tutor provides one-to-one tutoring in reading, writing, study skills and math.
- A Learning Specialist conducts regularly scheduled study sessions to develop and reinforce study skills in targeted courses.
- Peer tutors assist students with subject mastery in more than 50 courses and are available without charge to students.
- Instructional media packages in computer, video, filmstrip and cassette form provide programmed learning experiences for over 60 courses. Many are cassette/workbook packages and may be taken home.
- Practice testing in math programs with followup instruction.

Division/Department/Unit

Academic Affairs: Learning Skills Center

Source of Financial Support

College, VEA

Success Evidence

Anecdotal information and success rates

- -

Contact David Martin, Coordinator
Learning Skills Center

Institution Cayuga County Community College
Franklin Street
Auburn, NY 13021
(315) 255-1743

CODE: 1-C

RE-ADMITTED SUSPENDED STUDENTS COUNSELING

- -

Purpose/Outcome

To provide guidance and an individual support system for re-admitted suspended students.

Description

All re-admitted students are required to see a counselor rather than a faculty advisor. Counseling is given with any follow-up that is appropriate.

Division/Department/Unit

Student Affairs: Student Development

Source of Financial Support

College

Success Evidence

Professional observation; anecdotal information

- -

Contact Evelyn Kish, Dean

Institution Bronx Community College
West 181st Street and University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 1-C

SPECIAL SERVICES

Purpose/Outcome

To provide affective support to the Developmental Studies Program.

Description

Advising, tutoring, special workshops, etc.
Noninstructional

Division/Department/Unit

Academic Affairs: Division of Developmental Education

Source of Financial Support

TRIO Grant

Success Evidence

Staff/student opinion
Anecdotal information
Program review
Student success

Contact Kenneth Humphrey, Dean
Division of Developmental Education

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 1-C

STUDENTS IN ACADEMIC DIFFICULTY PROJECT

Purpose/Outcome

To identify "at risk" students before they encounter serious academic problems and to reach out to students whose performance is below minimum acceptable level.

Description

Identification of at risk students relies heavily on early referral from faculty. The referral is made to the counselor who is responsible for intervention and follow-up. Typically, the counselor arranges an individual conference. Based on the interview and available supporting documentation, an action plan is formulated (study skills, stress reduction techniques, time management, others). Additional contacts with the counselor are encouraged. The counselor provides written follow-up to the referring faculty member to help ensure continued cooperation.

The project also deals with students with less than satisfactory performance, particularly for those who have completed more than 11 credits. A mandatory assessment conference is scheduled to determine learning styles, career decidedness, and study habits and attitudes. As follow-up assessment results are discussed and recommendations made regarding alternatives (tutoring, attendance at appropriate workshops, Life Skills course, others). Students who continue on academic probation are required to meet with the counselor before registration for the subsequent semester to develop a specific action plan. Regular and mandatory conferences with the counselor are scheduled throughout the semester. The student who remains on academic probation for a third semester is dismissed. However, options for readmission at a later date are outlined in an exit interview.

Division/Department/Unit

Student Affairs

Source of Financial Support

College

Success Evidence

Student and faculty feedback

Contact Lawrence T. Gurney, Asst. Dean/Dir. of Admissions
Donald L. Lowdermilk, Vice Pres., Student Services
Kay Weitzman, Vice Pres., Instruct. & Comm. Services

Institution Rockland Community College
145 College Road
Suffern, NY 10901-3099
(914) 356-4650

CODE: 1-D

ACADEMIC SUPPORT ACTIVITIES

- -

Purpose/Outcome

To enhance retention and academic success for all students including minorities.

Description

Business Administration/Economics Department - Accounting and Economics Learning Center
Office Technology Department - Mature Students Support Group -- Business Division, Raymond Ruff, Dean
Nursing Department - Nursing Learning Resource Center - Division of Health Sciences, Mary Pat Pennell, Dean
Mathematics/Computer Science Department - Math Learning Center - Division of Natural Sciences and Mathematics, Betty Jo Hopkins, Dean
Psychology Department - Psychology Learning Center, Division of Social and Behavioral Sciences and Services, Edwin Lundberg, Dean
Electronics Learning Center - Instructional Services, Edward Lennert, Assistant Vice President for Academic Affairs

Division/Department/Unit

Academic Affairs

Source of Financial Support

College

Success Evidence

Student performance, staff/student opinions and anecdotal information.

- -

Contact Frank G. Milligan
Vice President for Academic Affairs

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 1-D

ADVISEMENT/RETENTION SEMINAR

- -

Purpose/Outcome

To provide quality advisement

Description

Great care is taken to plan activities and provide quality advisement for all students in program.

- Annual Fall Advisement/Retention Seminar for all students in OT curriculum. Guest speakers include in-house staff members who describe college services available to students, representative(s) of the OT employment community to describe employment prospects, and faculty members who provide program advisement.
- Spring Seminar for all students with program graduates relating their career experiences.
- "Welcome" letters with advisor's name, posted advisee lists, and mandatory program advisement twice a year.
- Tracking of special students requiring additional advisement.

Division/Department/Unit

Academic Affairs: Business -- Office Technology

Source of Financial Support

College

Success Evidence

Staff/students feedback and program review

- -

Contact Carol A. Clulow
Coordinator of Office Technology

Institution Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 1-D

COMPUTER LEARNING LAB

- -

Purpose/Outcome

To supply students with the following academic support: word processing software and instruction; spelling checkers; tutorial software in grammar, accounting, and mathematics. Additional, although limited instruction is given in database and spreadsheet. While the lab is used by a substantial number of minority students, the lab services all students.

Description

The Computer Learning Lab is open daily. Student assistants are available to help student users for over 20 of the total lab open hours each week. In the fall, a series of classes on word processing are offered free to interested students. The Math Department situates its math tutors in the lab and the Writing Lab and accounting tutors are situated in the adjoining room.

Division/Department/Unit

Academic Affairs: Liberal Arts/Business Economics --
English, Accounting, Mathematics

Source of Financial Support

College, VEA

Success Evidence

Student use of Apple IIe computers has risen steadily as students ask other students to teach them how to use the word processors.

Because Appleworks word processing program makes revision of written work remarkably easier, students are more willing to revise their work and instructors are more willing to assign revisions. Because students who can teach another student to use the word processor are sought out, the minority student can find in the lab a source for acquiring prestigious skills.

- -

Contact Michael S. Degnan, Director
Computer Learning Lab

Institution Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
(716) 649-7900

CODE: 1-D

COMPUTER LEARNING LAB/MATH TUTORS

- -

Purpose/Outcome

Primary Purpose: to help students successfully complete the math requirement for graduation. Secondary Purpose: to use their success to encourage them to take more math courses. (The academic support services are there for minorities, returning adults and all students.)

Description

Computer Learning Lab - Apple II computers and appropriate user friendly software are available to help students understand mathematical concepts. Students in the non-credit Math Skills and Stats II use the software as part of the course work. Other students are encouraged to use it when they encounter problems in any math course. The lab is manned several hours a day.

Math tutor program - Top students who have completed at least one semester of Calculus and/or Statistics are available to all students who are experiencing difficulty with their math course or related math concepts from other areas. Presently they are available one hour per day at scheduled times. These times are posted and listed in campus publication "Hilbert Highlights."

Division/Department/Unit

Academic Affairs: Mathematics/Liberal Arts

Source of Financial Support

College

Success Evidence

Program review, use and feedback.

- -

Contact Denise Brill
Assistant Professor of Mathematics

Institution Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
(716) 649-7900

CODE: 1-D

SPECIAL LIBERAL ARTS ADVISING PROGRAM

- -

Purpose/Outcome

The Counseling Center has developed a Special Liberal Arts Advising Program. The intent of the special advising program is to provide assertive and intrusive advisement. There are planned strategies and activities which link the student to the faculty advisor early in the semester. The purpose of the program is to increase achievement and improve retention for students.

Description

The program focuses on randomly selected, volunteer participants. New Liberal Arts students are randomly selected and contacted each semester. The initial contact is a letter explaining the program and a follow-up telephone call is made by the advising staff or peer counselors. Students who agree to participate in the program are assigned to a faculty advisor and agree to attend at least 3 workshops on topics such as Study-Skills, Time-Management, etc. The students also agree to meet with their faculty advisor at least three times each semester. The program is intrusive and assertive in that faculty routinely contact their advisees by telephone and/or in writing inquiring about their progress and encouraging them to come in for an advisement session or for a special support activity.

Division/Department/Unit

Student Affairs: Counseling Center

Source of Financial Support

College

Success Evidence

Student retention

- -

Contact James A. Terrell
Director of Counseling

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 1-D

SI (Supplemental Instruction/Study Cluster Program)

- -

Purpose/Outcome

Success in coursework, development of learning and reasoning ability, movement from dependent to independent learner.

Description

The SI Plus Program involves guided study groups with trained student leaders for specific courses:

- targets high risk courses that students take in their respective majors
- targets courses that are representative of electives heavily populated with students just beginning college careers or moving out of the developmental track into their content courses.

Division/Department/Unit

Academic Affairs: Learning Support Center--Physical Science, Social Science, Business, Electrical Technology, Criminal Justice

Source of Financial Support

VEA; College

Success Evidence

Opinion of staff/students, statistical analysis of final grades of SI/SC students and non-SI/SC students, anecdotal information, program review, and retention rates.

- -

Contact Barb Risser, Project Manager

Institution Onondaga Community College
Route 163
Syracuse, NY 13215
(315) 469-7741

CODE: 1-D

TUTORING: CHEMISTRY

- -

Purpose/Outcome

To provide academic support for chemistry courses.

Description

All students who exhibit need are referred for tutoring.

Division/Department/Unit

Academic Affairs: Chemistry

Source of Financial Support

College

Success Evidence

Anecdotal information

- -

Contact Diane R. Schulman, Coordinator/Chemistry

Institution

Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 1-D

TUTORING - TRAINED TUTORS AND PEER TUTORS

- -

Purpose/Outcome

To provide support through academic reinforcement in math and science courses as well as specialized courses within the disciplines.

Description

Since the fall of 1986, an earlier FIPSE Tutorial Model, (which successfully applied principles of language across the curriculum to ESL students in content courses) has been extended to English-dominant students under VEA.

Previous success has provided a potential model to help students succeed in "barrier" chemistry courses. The philosophical basis is that language is a tool for learning and a means of helping students increase their comprehension of content material. The model is an interactive, synergistic one based on the belief that through the use of talk and writing in a small group setting, students will be better able to formulate ideas and manipulate the concepts of subject area courses.

Under the guidance of a trained tutor, students meet once a week for an hour and a half for the fourteen week semester. During group sessions, participants are given frequent opportunities for exploratory talk and writing. The focus of each session is dictated by the needs of the group. To ensure their abilities as group facilitators, tutors participate in intensive and ongoing tutor training. They meet as a group under the leadership of the Tutor Coordinator for twelve hours a week for two weeks prior to group assignment and thereafter once a week for an hour and a half. In addition, tutors attend the students' chemistry class, maintain office hours for individual conferences and submit accounts of each group session.

The project specifically addresses student difficulty in absorbing/assimilating information presented through lecture and textbook. Through opportunities to write and talk in their own words in a student-centered, unthreatening environment, students are better able to make sense of new concepts.

Division/Department/Unit

Academic Affairs: Allied Health Science, Business/Accounting

Source of Financial Support

College; VEA

Success Evidence

Statistics for retention rates, program review and professional opinion.

- -

Contact Shirley Hinds, Associate Dean
Allied Health and Careers

Institution Eugenio Maria de Hostos Community College
500 Grand Concourse
Bronx, NY 10451
(212) 960-1200

CODE: 1-F

COHORT TRACKING PROJECT

- -

Purpose/Outcome

Cohort Tracking makes it possible to track all students over a three-year period. North Campus tracks Academic Year 1987-88, South Campus tracks Academic Year 1988-89, and City Campus tracks Academic Year 1989-90 in current cycle.

Description

Students are tracked over a three-year period to determine if academic success is realized. Variables tracked include number per campus, ethnic breakdown, dean's list, good standing, dismissed, and probationary, remedial reading and writing, remedial math, sex, average age, and full/part-time status. February and July have been established as periods when tracking is done. At approximately the fifth week, the Cohort group is isolated.

Division/Department/Unit

Academic Affairs: Liberal Arts -- General Studies

Source of Financial Support

College

Success Evidence

Program review

- -

Contact Nadine S. Lockwood
Coordinator of General Studies

Institution Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 2-A

ACADEMIC SURVIVAL KNOWLEDGE (ASK)
EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

- -

Purpose/Outcome

To eliminate barriers which prevent minority students from entering college, and improve minority access to support services such as tutoring, counseling, and scholarships.

Description

EOP conducts a nine-hour Academic Survival Knowledge (ASK) Program at senior high schools. It assists undecided minority and disadvantaged students to make educational and career decisions, develop an educational plan that meets the student's long-term goals, understand what it means to become a part of the college community, identify characteristics of a successful student, complete the admissions and financial aid application process, and explore college resources.

ASK provides a "win or success" orientation to college.

Division/Department/Unit

Academic Affairs

Source of Financial Support

College, VEA and other SED grants

Success Evidence

Program review and student performance.

- -

Contact Dorothy Patrick, Director
Educational Opportunity Program

Institution Suffolk County Community College
533 College Road
Selden, NY 11784
(516) 451-4117

CODE: 2-A

LINK

- -

Purpose/Outcome

Preparation for entry and successful completion of vocational education programs.

Description

LINK assists individuals who are not yet going to college, and have deficient academic skills. LINK provides assessment and placement, one-to-one tutoring, auto-tutorial instruction, classroom instruction and study skill workshops. The participants are also given career exploration activities to enable them to choose an appropriate vocational training program.

Division/Department/Unit

Academic Affairs: Developmental Education -- Basic Skills

Source of Financial Support

College
PIC

Success Evidence

Staff/student feedback, anecdotal information, program evaluation, increased retention rates.

(LINK has been operational for the past academic year so no opportunity to gauge long-term effect. It has certainly been of assistance to minority students who are starting out in college.)

- -

Contact Marilyn W. Mandell
LINK Coordinator

Institution Orange County Community College
115 South Street
Middletown, NY 10940
(914) 343-1121

CODE: 2-B

BILINGUAL PROGRAM FOR HISPANIC STUDENTS

- -

Purpose/Outcome

The purpose of the program is to effect mastery of English concurrent with completion of requirements of various degrees. Students enroll with limited English proficiency, with Spanish as the dominant language, and emerge with English proficiency, mainstreamed into the general student body.

Description

Students are provided academic and personal counseling. Basic skills development is provided where required, career exploration services and transfer to senior colleges is encouraged as an educational goal.

Division/Department/Unit

Academic Affairs: Department of Student Development, English as Second Language

Source of Financial Support

College;
CUNY College Discovery Program

Success Evidence

Professional opinion, anecdotal information program review, student feedback and performance.

- -

Contact Professor Diego Colon, Director

Institution Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235
(718) 934-5000

CODE: 2-B

DEVELOPMENTAL STUDIES

- -

Purpose/Outcome

To provide basic skills instruction to educationally disadvantaged students.

Description

Instructional with the outcome that skill levels are raised to satisfy competencies and requirements for regular college courses.

Division/Department/Unit

Academic Affairs: Developmental Education

Source of Financial Support

College
VEA

Success Evidence

Staff/student opinion
Anecdotal information
Program review
Student success

- -

Contact Kenneth Humphrey, Dean
Division of Developmental Education

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 2-B

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Purpose/Outcome

To achieve English proficiency with students whose native language is not English.

Description

Instructional with outcome of raising skill levels to satisfy language competencies and requirements for regular college courses.

Division/Department/Unit

Academic Affairs: Developmental Education

Source of Financial Support

College
VEA

Success Evidence

Staff/student opinion
Anecdotal information
Program review
Student success

Contact

Kenneth Humphrey, Dean
Division of Developmental Education

Institution

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 2-B

SUMMER INSTITUTES FOR DISADVANTAGED AND SINGLE HEADS OF HOUSEHOLD

- -

Purpose/Outcome

To orient and support students toward success and persistence.

Description

Nine Summer Institutes are designed to orient and support students with specific Institute models designed to maximize student success and persistence. Persistence based programs and accompanying modules are designed to increase student survival strategies and offer them intensive out-of-classroom retention support systems. These out-of-classroom, student support activities tend to be positively linked to increased persistence.

Division/Department/Unit

Academic and Student Affairs: Developmental Studies/Basic Skills Institute

Source of Financial Support

College
VEA
BEAM

Success Evidence

Opinion of staff or students
Anecdotal information
Program evaluation/review
Increased success/retention rates

- -

Contact Bruno Pistrin, Vice President
Student Affairs

Institution Erie Community College/North
Main Street & Youngs Road
Williamsville, NY 14221
(716) 634-0800

CODE: 2-C

COURSE-CONNECTED COUNSELING

- -

Purpose/Outcome

To provide individual and group counseling towards increasing course completion/success rate.

Description

Counseling is part of the program of students enrolled in Learning to Learn (LTL), a course for probationary students, and of students enrolled in a "block program" for three (3) remedial courses.

Division/Department/Unit

Student Affairs: Student Development

Source of Financial Support

College

Success Evidence

Professional observation, program review and student performance.

- -

Contact Evelyn Kish, Dean

Institution
Bronx Community College
West 181st Street and University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 2-C

EDUCATIONAL OPPORTUNITY COLLEGE

- -

Purpose/Outcome

To increase number of minority student graduates from Erie Community College by providing intensive tutorial, counseling, and other supportive services.

Description

Tutors are hired to provide assistance in basic skill areas and other areas of specific student needs. Financial aid assistance in terms of completing forms is provided. Workshops, counseling, vocational interest testing (such as Kuder) and orientation is also provided. Students are required to meet with a counselor three times per semester.

Division/Department/Unit

Student Affairs

Source of Financial Support

College
EOP

Success Evidence

Professional opinion, student feedback and performance, program review and anecdotal information

- -

Contact Gloria Dade
EOP Director

Institution Erie Community College/North
Main Street & Youngs Road
Williamsville, NY 14221
(716) 634-0800

CODE: 2-C

INDIVIDUALIZED COUNSELING AND SMALL CLASSES

- -

Purpose/Outcome

To enhance retention of first generation or first generation low-income or handicapped college students.

Description

Small basic skills classes with sympathetic instruction are provided.
Advisement to students on course selection.
Help with registration procedures.
Help with applying for Financial Aid.
Help with career planning and transfer.

Division/Department/Unit

Student Affairs: Student Support Services

Source of Financial Support

Student Support Services Federal Grant
College

Success Evidence

Increased knowledge

- -

Contact Len Abramowitz, Director
Student Support Services

Institution Westchester Community College
75 Grasslands Road
Valhalla, NY 10595
(914) 285-6600

CODE: 2-C

LEARNING TO LEARN

- -

Purpose/Outcome

To improve retention of students on probation by avoiding suspension.

Description

Study Skills
Time Management
Question Formulation
Information Mapping

Division/Department/Unit

Academic Affairs: Special Educational Services

Source of Financial Support

College; VEA

Success Evidence

Program review and improvement in persistence documented.

- -

Contact Jackie Stuchin Paprin

Institution Bronx Community College
West 181st Street & University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 2-C

SPECIAL SERVICES

- -

Purpose/Outcome

The special services grant funds extensive retention support services for targeted student populations including minorities.

Description

Three persistence based programs and their accompanying modules are designed to increase student survival strategies and offer intensive out-of-classroom retention support systems.

Division/Department/Unit

Student Services

Source of Financial Support

Special Services Grant, U.S. Department of Education

Success Evidence

Feedback, observation, program evaluation and improved retention.

- -

Contact Colleen Hannen

Institution Erie Community College/North
Main Street & Youngs Road
Williamsville, NY 14221
(716) 634-0800

CODE: 2-C

STRUCTURED TUTORIAL SERVICES FOR DISADVANTAGED

Purpose/Outcome

To provide 60 economically and educationally disadvantaged students with intensive tutoring in English and math in an effort to 1) increase the passing rate of students taking remedial courses; 2) to increase retention between semesters; 3) to reduce withdrawal rate during semesters.

Description

Students are diagnosed, placed into tutoring, monitored and regularly evaluated. They receive regular personal and academic counseling as well as career guidance. Counselors work closely with students, tutors, and professors to resolve problems students may be experiencing. The networking among various student services offices is a program strength.

Division/Department/Unit

Student Affairs: Student Personnel Services

Source of Financial Support

College; VEA

Success Evidence

Staff/student feedback; anecdotal information; program review; retention rates.

Contact Eleanor Hackett
Director of Financial Aid and EOP

Institution Westchester Community College
75 Grasslands Road
Valhalla, NY 10595
(914) 285-6600

CODE: 2-D

ACCOUNTING TUTORIAL PROGRAM

- -

Purpose/Outcome

To retain and enhance the educational growth of "at risk" students in Accounting.

Description

Peer counseling and tutorial services are offered through the Business Department by Accounting instructors and Advanced/Intermediate Accounting students approximately 10 hours per week throughout the duration of a semester to all students, and geared more specifically to "at risk" (borderline) students.

Division/Department/Unit

Academic Affairs: Accounting/Business/Economics

Source of Financial Support

College
VEA

Success Evidence

Improved test scores, fewer withdrawals and higher class averages

- -

Contact Daniel Roland
Instructor

Institution Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
(716) 649-7900

CODE: 2-D

CAREER OPPORTUNITY-PROFESSIONAL RECRUITMENT EDUCATIONAL PROGRAM (CO-PREP)

- -

Purpose/Outcome

The CO-PREP program is designed to increase the number of quality OTA and PTA care staff, particularly from historically under-represented minority groups.

Description

In cooperation with OMRDD and OMH, CO-PREP offers an opportunity for educational advancement through regular college study at Orange County Community College, which leads to licensure in the PTA and OTA titles.

Participants are given release time from work in state and private facilities. The grant provides a monetary supplement for tuition, books, supplies, and partial travel reimbursement.

Each participant's progress is continually monitored by a program coordinator to ensure that each student is receiving counseling, tutoring, and academic direction toward desired goals.

Graduating students will return to their facilities to help relieve critical shortages in OTA and PTA.

Division/Department/Unit

Academic Affairs: Occupational/Physical Therapy Assistants -- Division of Biological and Health Sciences

Source of Financial Support

New York State Education Department

Success Evidence

Staff/student feedback, anecdotal information, program review, retention rates and feedback from participating facilities.

CO-PREP, which began January 1989, anticipates adding 13 students to the current enrollment of 22.

- -

Contact Barbara H. Lohrke, Coordinator

Institution Orange County Community College
115 South Street
Middletown, NY 10940
(914) 343-1121

CODE: 2-D

CENTER FOR URBAN EDUCATIONAL STUDIES (CUES)

- -

Purpose/Outcome

To maximize academic success and enable students to enter licensed professions.

Description

Program provides testing, counseling, tutoring, enrichment classes and activities, study skills and financial assistance.

Division/Department/Unit

Academic Affairs: Division of Natural Sciences and Mathematics

Source of Financial Support

Outside resources (NYSED)

Success Evidence

Student/staff opinion, anecdotal information, program review and student persistence data.

- -

Contact Dr. Betty J. Hopkins
Dean, Natural Science and Mathematics

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 2-D

ELEMENTARY ALGEBRA: SPECIAL SECTION

- -

Purpose/Outcome

To provide specialized instruction in elementary algebra for targeted populations.

Description

A special section of elementary algebra (Math 087) was offered during the second summer session at the request of EOP Director. The course was tailored to specified needs.

Additionally the math lab and diagnostic services continually provide assistance to all students, including minorities, to improve their chances of success.

Division/Department/Unit

Academic Affairs: Mathematics

Source of Financial Support

VEA

Success Evidence

Anecdotal information

- -

Contact Bruce Haney, Chair

Institution Onondaga Community College
Route 173
Syracuse, NY 13215
(315) 469-7741

CODE: 2-D

ENCORE COURSE SEQUENCE

- -

Purpose/Outcome

To prepare students who have previous office experience for re-entry into the workforce, and introduce students to office automation and college-level learning.

Description

Encore is a 15-week course sequence taught in a module setting. Students attend classes Monday through Thursday from 10 am - 2:15 pm. Courses include: College Typing I & II, Word Processing Applications I, Administrative Management, and Executive Workshop.

Division/Department/Unit

Academic Affairs: Secretarial Science

Source of Financial Support

College; ORRA 7 Funds - Dislocated Workers

Success Evidence

Professional opinion, student feedback, and retention rates.

- -

Contact Professor Robert A. Lukitsh, Chair
Secretarial Science

Institution Nassau Community College
Garden City, NY 11530
(516) 222-7500

CODE: 2-D

MATH DIAGNOSTIC - PRESCRIPTION PROGRAM

- -

Purpose/Outcome

To enhance academic success in mathematics and mathematics-related courses.

Description

The program allows students to refresh their math skills prior to enrolling in a math course. Each student completes diagnostic testing and is then given a prescription to follow. Many students have been placed in a higher level course after completing their prescription.

Division/Department/Unit

Academic Affairs

Source of Financial Support

VEA

Success Evidence

Anecdotal information, professional/student opinions, success rates.

- -

Contact Sharon Testone
Math Remediation Coordinator

Institution Onondaga Community College
Route 173
Syracuse, NY 13215
(315) 469-7741

CODE: 2-D

SEEDS OF SUCCESS

- -

Purpose/Outcome

To increase retention of 1st semester freshmen in the Division.

Description

Provides special instruction for high risk students determined by High School test scores or ASSET scores or both. Offers special instruction in study skills, test anxiety reduction, time management, etc.

Division/Department/Unit

Academic Affairs - Division of Health Sciences

Source of Financial Support

Volunteer time

Success Evidence

Opinion of staff or students
Anecdotal information
Increased success/retention rates
Statistical analysis of Pre and Post testing - P = 0.001

- -

Contact Mary Pat Pennell
Dean, Health Sciences

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 2-D

SEX EQUITY PROGRAM

- -

Purpose/Outcome

Increased enrollment and retention of women in non-traditional career programs (specifically Architectural Technology and Electrical Engineering Technology).

Description

The program conducts outreach/recruitment with community and government-based agencies (e.g., Office of Vocational Rehabilitation, Teen Parenting, Social Services, Occupations, Inc.), as well as area high schools. Opportunities for women in technology are stressed. Prospective students, current students and graduates working in the field are brought together for discussions to foster camaraderie and networking. The program sponsors women students in activities to showcase their knowledge in respective fields.

The program seeks not just to increase the number of women in technology programs, but also to magnify their presence by providing opportunities for them to speak and to be seen as a cohesive group.

Division/Department/Unit

Academic Affairs: Physical Sciences -- Technologies

Source of Financial Support

College

Success Evidence

Staff/student feedback, anecdotal information, program evaluation/review, retention rates.

- -

Contact Lynne Sheren, Coordinator
Sex Equity Program

Institution Orange County Community College
115 South Street
Middletown, NY 10940
(914) 343-1121

CODE: 2-F

COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (C-STEP)

- -

Purpose/Outcome

To eliminate barriers which prevent minority students from entering college, and improve minority access to support services such as tutoring, counseling, and scholarships.

Description

C-STEP motivates and prepares economically disadvantaged and underrepresented minority college students for careers in those licensed professions that have a mathematical, scientific or technological orientation. Academic activities to encourage critical thinking, intensive instruction in mathematics, science and computer science, are teamed with support services such as counseling/tutoring to provide a nurturing environment.

Division/Department/Unit

Academic Affairs

Source of Financial Support

College, VEA and other SED grants

Success Evidence

Program review and student performance.

- -

Contact Dorothy Patrick, Director
Educational Opportunity Program

Institution Suffolk County Community College
533 College Road
Selden, NY 11784
(516) 451-4117

CODE: 2-F

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

- -

Purpose/Outcome

To provide academic, financial, personal support and counseling for approximately 200 educationally and economically disadvantaged students.

Description

Each student is counseled bi-monthly by two counselors. These counselors provide financial aid assistance, academic scheduling, referrals to other support services (i.e., tutorial services), follow-up, career programming, freshman orientation, study skills workshops, etc. This consistency of counseling support, advisement, referral and follow-up are the program strengths.

Division/Department/Unit

Student Affairs: Student Personnel Services

Source of Financial Support

College; EOP

Success Evidence

Professional opinion, student feedback and performance, program review and anecdotal information.

- -

Contact Eleanor Hackett
Director of Financial Aid

Institution Westchester Community College
75 Grasslands Road
Valhalla, NY 10595
(914) 285-6600

CODE: 2-F

PERSONAL AND ACADEMIC SUPPORT SERVICES (PASS) CENTER

Purpose/Outcome

To provide at-risk or needy students support services designed to enhance achievement.

Description

Under a director, a staff of counselors, learning specialists, study skills instructors, tutors, and a part-time lawyer provide the following services:

- individual and group tutoring;
- individual and group counseling;
- cultural enrichment.

Division/Department/Unit

Student Affairs: Student Development

Source of Financial Support

Outside resources--
Student Support Services Grant
College

Success Evidence

Anecdotal information and feedback

Contact Evelyn Kish, Dean

Institution Bronx Community College
West 181st Street and University Avenue
Bronx, NY 10453
(212) 220-6450

CODE: 2-F

PUBLIC ASSISTANCE COMPREHENSIVE EMPLOYMENT PROGRAM (P.A.C.E.)

- -

Purpose/Outcome

To provide single parents on public assistance with education and training at OCC (degrees or certificates), job placement and thus provide means of continuing economic independence.

Description

Advocacy and support services are provided to help students be admitted to school, remove barriers to academic success, intervene with social services, provide academic support, career counseling, and provide job placement services.

Division/Department/Unit

Academic Affairs: Sociology, Anthropology

Source of Financial Support

Department of Social Services

Success Evidence

Staff/student feedback, anecdotal information, program review, and increased retention rates.

- -

Contact Gail W. Cromack, Director
Patricia Higgins
P.A.C.E.

Institution Onondaga Community College
Route 173
Syracuse, NY 13215
(315) 469-7741

CODE: 2-F

SCOPE

- -

Purpose/Outcome

To provide a comprehensive experience for students in need of support to ensure their success in college.

Description

Students eligible for SCOPE are those in need of supportive services in order that they have a successful college experience.

Basic components of program include:

1. a complete assessment process
2. advisement services
3. an extended orientation program
4. learning assistance in the form of tutoring and reading development
5. career internship opportunities.

Upon entrance each student accepted into SCOPE contracts for the various components of the program and is monitored on a regular basis to measure satisfaction with the program and to assess success.

Special services are available to any student meeting the entrance criteria regardless of placement test results.

Division/Department/Unit

Special Services

Source of Financial Support

College

Success Evidence

Student academic performance

- -

Contact

Jean Carlson, Project Director
Loretta Hauser, Project Coordinator
Dr. Lauren McElhaney, Reading Coordinator
Stephen Bennette, Advisor/Counselor
Phyllis Potter, Career Internship Coordinator

Institution

Room 113A, Academic Center
Elizabeth Seton College
1061 North Broadway
Yonkers, New York 10701
(914) 969-4000

CODE: 3-A

MINORITY ACCESS TO THE LICENSED PROFESSIONS

- -

Purpose/Outcome

To provide information to minority individuals about careers in fields which are licensed. Encourage and assist in their enrollment in training programs.

Description

Consortium development of information on training programs leading to licensure at the Educational Opportunity Center and the two-year colleges in the area.

Division/Department/Unit

Student Affairs: Central Student Services

Source of Financial Support

VEA

Success Evidence

Professional observation, program evaluation and anecdotal information

- -

Contact Larry F. Seyfried, Academic Dean

Institution
Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 3-A

MINORITY RECRUITMENT ACTION PLAN

- -

Purpose/Outcome

To improve the community awareness of Monroe Community College as a college of choice for the minority student. Initiate a process of information flow to improve the secondary school preparation of interested minority students early enough to make a significant positive impact on their success in college.

Description

Continuous contact maintained with groups or individuals in the minority community who have influence on what minority students are exposed to in their academic preparation. Increase awareness of college as a viable possibility for the minority student.

Division/Department/Unit

Student Affairs: Admissions Office

Source of Financial Support

College

Success Evidence

Professional opinion, anecdotal information and program review.

- -

Contact Emeterio M. Otero
Assistant Dean of Admissions

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 3-A

MINORITY RECRUITMENT THROUGH HIGH SCHOOL LINKAGES

- -

Purpose/Outcome

To provide minorities access to licensed professions.

Description

With an A.S. degree in Business, a student is provided an opportunity to transfer to a four-year college/university to major in accounting or business. Special recruitment is being directed toward minority candidates through visitations to high schools by counselors and faculty, and through advertising to promote awareness of opportunity.

Division/Department/Unit

Academic Affairs: Business Administration

Source of Financial Support

Outside resources

Success Evidence

Too early for evidence as of this writing.

- -

Contact Lawrence Seyfried
Academic Dean

Institution Erie Community College/South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 3-A

MINORITY STUDENT SERVICES BROCHURE

Purpose/Outcome

To increase awareness of services

Description

A minority student services brochure is now in the final stages of preparation. It will detail the existence of these services and describe the function of the Counselor/Coordinator of Minority Student Services and his role in delivering these services. The brochure will be distributed to all local high schools, community and social agencies, and religious organizations. It will also be distributed to minority applicants and minority high school students whose names were supplied by the Student Search Service. Current minority students will also receive this brochure as a means of increasing their awareness of these services.

Division/Department/Unit

Student Services

Source of Financial Support

College

Success Evidence

Student and faculty feedback

Contact

Lawrence T. Gurney, Assistant Dean
Director of Admissions
Donald L. Lowdermilk
Vice President of Student Services
Kay Weitzman
Vice President of Instructional and Community Services

Institution

Rockland Community College
145 College Road
Suffern, NY 10901-3099
(914) 356-4650

CODE: 3-A

RETENTION IN TECHNOLOGY

- -

Purpose/Outcome

To encourage more minorities to enter into the technologies

Description

Interpersonal contacts and pre-curriculum presentations

Division/Department/Unit

Academic Affairs: Technology--Computer Repair

Source of Financial Support

College; VEA; Digital Equipment Corporation, CRT Advisory Board

Success Evidence

Staff/student opinion and increased success

- -

Contact Edward Serwon, Coordinator

Institution Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

CODE: 3-A

SCIENCE AND TECHNOLOGY ENTRY PROGRAM

- -

Purpose/Outcome

North Country STEP is an educational support program that provides informational, experimental, advising and academic support services to seventh through twelfth grade students from minority or low income backgrounds. The objectives of STEP are to encourage selection of and persistence in high school math and science courses, and enrollment in scientific, technological, health or health-related two or four-year college programs.

Description

STEP program - faculty have participated in a variety of one-hour sessions designed to acquaint student with career options. Format is a "hands-on" activity in Nursing Lab.

Department faculty have conducted several recruitment activities in health agencies - in many cases appealing to socioeconomic minorities who may be employed in non-professional roles. General Open House programs attract many minorities.

Services provided: career exploration and advising, college visits and career planning, overnights on college campuses, paid internships, career-related field trips, in-school magic shows in math, science, computers and related fields, residential summer program, tutoring services, study skills, time management and test-taking workshops, college application and financial assistance workshops.

Division/Department/Unit

Academic Affairs: Nursing

Source of Financial Support

STEP grant

Success Evidence

Program review, professional observations and staff feedback.

- -

Contact Mary H. Leary, Chair
Department of Nursing

Institution SUNY College of Technology
Canton, NY 13617
(315) 386-7204

CODE: 3-A

TRANSFER OPPORTUNITY PROGRAM (TOP'S)

- -

Purpose/Outcome

To enhance transfer opportunities

Description

The Transfer Opportunity Program is a unique two-pronged program designed specifically for African American students. Through articulation agreements with nine (9) of the historically Black colleges, Rockland Community College students can transfer to any of these institutions following completion of the associate degree, confident that all coursework will be credited to their baccalaureate degree study. The assumption here is that the student made a commitment to attend the historically Black college upon admission to Rockland Community College and has fulfilled the requirements set forth by the senior institution.

For the African-American student who is unable or unwilling to commit to a specific Black college upon admission to Rockland Community College, opportunities to visit these campuses are provided and encouraged. The student has the opportunity to explore his/her academic objectives with a Rockland Community College counselor before the campus visit. Furthermore, the college visitations are often subsidized partially or totally by the community college, and the student may be accompanied by his/her counselor.

Division/Department/Unit

Student Affairs

Source of Financial Support

College

Success Evidence

Student and faculty feedback

- -

Contact

Lawrence T. Curney, Assistant Dean
Director of Admissions
Donald L. Lowdermilk
Vice President of Student Services
Kay Weitzman
Vice President of Instructional and Community Services

Institution

Rockland Community College
145 College Road
Suffern, NY 10901-3099
(914) 356-4650

CODE: 3-B

BLACK/MINORITY OUTREACH PROGRAM

- -

Purpose/Outcome

To increase the number of minority students on campus as well as increase the number that will successfully complete their educational goal.

Description

The program is designed to assure the minority student a smooth and successful transition from inner city school or community to a rural campus. Supportive counseling is offered to the student in their own community and on the campus. Pre-admission counseling is offered and encouraged to build good communication with the potential student. Pre-financial aid is offered to help the student plan his or her schedule. The Buddy Program links the student with another student or faculty member to give the student support on campus. Transportation counseling is available and bus tokens are issued to students on a needs basis. Special orientation is offered at the start of each semester. A book loan service is set up to help students until their financial aid comes in.

Division/Department/Unit

Student Affairs

Source of Financial Support

VEA

Success Evidence

Student retention and professional observations.

- -

Contact Rhonda Dyess-Hands, Coordinator

Institution Niagara County Community College
3111 Saunders Settlement Road
Sanborn, NY 14132
(716) 731-3271

CODE: 3-B

SPECIAL ORIENTATION FOR BLACK AND HISPANIC STUDENTS

- -

Purpose/Outcome

Provide orientation specifically for Black and Hispanic students.

Description

Special orientations are scheduled for new Black and Hispanic students at the beginning of each semester. Primary objectives are to link up students with Counseling Center staff and provide students with an overview of college resources. Additional special orientations are planned based on expressed student needs, i.e., transfer options, financial aid, or career planning. Student leaders are involved in the planning and conduct of workshops.

Division/Department/Unit

Student Affairs: Counseling Center

Source of Financial Support

College

Success Evidence

Professional opinion and anecdotal information

- -

Contact Irene Rivera de Royston

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 3-C

BLACK SCHOLAR AWARDS, ROCHESTER CABLE SCHOLARSHIPS, and NEW YORK TELEPHONE MINORITY SCHOLARSHIP PROGRAM

- -

Purpose/Outcome

To provide financial support through scholarships

Description

Yearly awards range from $200 to $1,000 per school year. About 6-12 students receive one of these awards each year.

Division/Department/Unit

Student Affairs: Financial Aid Office

Source of Financial Support

Outside resources

Success Evidence

Staff/student opinion and anecdotal information

- -

Contact James McMullen, Jr.
Director, Financial Aid

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 3-C

LONG ISLAND REGIONAL COMMITTEE ON INCREASING MINORITY ACCESS TO THE LICENSED PROFESSIONS (R-MAC)

- -

Purpose/Outcome

To eliminate barriers which prevent minority students from entering college, and improve minority access to support services such as tutoring, counseling, and scholarships.

Description

The Long Island Regional Minority Access Speakers Bureau is comprised of resource persons knowledgeable in their careers and willing to share specific information to assist students in mapping their futures and serve as positive role models for minority students.

Division/Department/Unit

Academic Affairs

Source of Financial Support

College, VEA and other SED grants

Success Evidence

Program review and student performance.

- -

Contact Dorothy Patrick, Director
Educational Opportunity Program

Institution Suffolk County Community College
533 College Road
Selden, NY 11784
(516) 451-4117

CODE: 3-C

SCHOLARSHIP/INTERNSHIP REPOSITORY AND JOB PLACEMENT SERVICE

- -

Purpose/Outcome

To help students find minority scholarships, etc. and to locate full or part-time employment to supplement income while in college.

Description

Subscriptions to: Affirmative Action Register, NSBE, Black Collegian, Black Issues in Higher Education, OVR Momentum; member of the Collegiate Consortium of Disability Advocates; other resources include scholarship information collection for sharing, career counseling and exploration (use of GIS - Guidance Information System); job referral and sharing with other colleges.

Division/Department/Unit

Student Affairs: Student Services

Source of Financial Support

College; VEA

Success Evidence

Program review, observations, feedback and anecdotal information.

- -

Contact Richard S. Adle, Director
Placement/Career Services

Institution Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
(716) 649-7900

CODE: 3-C

THE MINORITY MENTORING PROGRAM

- -

Purpose/Outcome

To increase the graduation and transfer rate amongst minority students. Increase grade point averages through better use of learning assistance services, and to ultimately increase the number of minorities at the college and establish a strong academic support network with minority staff and faculty.

Description

New minority students are matched with minority staff members at the beginning of each semester. Staff members maintain communication with their mentees to monitor their academic progress and offer any career, academic, and/or personal advice and counsel. Student participants are encouraged to seek assistance from mentor; keep appointments, and be responsible and accountable in pursuing their academic goals.

Division/Department/Unit

Student Affairs

Source of Financial Support

College

Success Evidence

Professional observations, student feedback and anecdotal information.

- -

Contact

Willie Hammett, Vice President, Student Services
Cathy Hunter-Roberts, Counselor
Louis Coplin, Coordinator, EOP

Institution

Hudson Valley Community College
80 Vandenburgh Avenue
Troy, NY 12180
(518) 283-1100

CODE: 3-E

ASIAN CLUB, ASSOCIATION FOR AFRICAN AMERICAN STUDENTS, INTERNATIONAL CLUB, AND LaFEDERACION ESTUDIANTIL LATINO AMERICANO, BLACK & HISPANIC CULTURE PROGRAM PLANNING COMMITTEE

- -

Purpose/Outcome

The clubs and committee exist for the establishment of active relations among students, staff, and faculty.

Description

Provides a regular program of Social, Cultural, and Educational functions for African-American, Asian, Hispanic and International Students.

Division/Department/Unit

Student Affairs: Student Activities

Source of Financial Support

Student Activities Fee

Success Evidence

Opinion of students/staff

- -

Contact Joel Zarr
Director, Student Activities

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

80

CODE: 3-E

BLACK ACHIEVEMENT AWARDS CEREMONIES

Purpose/Outcome

To recognize student achievements

Description

This program recognizes the many academic, community and social accomplishments of African American and other minority students. Awards are presented to elementary, secondary and college students. The success of this event is evident in the fact that it now requires two evenings to complete these recognitions. The first evening is typically reserved for pre-college students, while the second evening is reserved for college students. An eminent leader from the minority community is selected to be the keynote speaker, and other dignitaries participating include the college president and senior administrators. Faculty and staff also participate as witnesses to these accomplishments. This event provides yet another opportunity to publicly witness excellence in several forms and to encourage African American students to continue their quest for excellence. It also reinforces this quest by providing another opportunity to meet a positive role model.

Division/Department/Unit

Student Affairs

Source of Financial Support

College

Success Evidence

Student and faculty feedback

Contact

Lawrence T. Gurney, Assistant Dean/
Director of Admissions
Donald L. Lowdermilk
Vice President of Student Services
Kay Weitzman
Vice President of Instructional and Community Services

Institution

Rockland Community College
145 College Road
Suffern, NY 19091-3099

CODE: 3-E

CULTURAL AWARENESS WORKSHOP

- -

Purpose/Outcome

To make students more aware of different cultures and traditions of other races.

Description

The Director of Minority Affairs and Assistant Dean of Students, (Brockport College), discussed minorities and racial problems on college campuses.

The approach was gaming: 14 numbers were placed on a wall and questions asked about cultural and moral issues. As the questions were given each student was to think about how they felt and stand under a number which was most appropriate to their morals and values regarding racial issues.

Division/Department/Unit

Student Affairs: Student Services

Source of Financial Support

Success Evidence

The game went very well, the students were open and willing to listen to their fellow students, and discuss how they were feeling about different racial issues. All students benefited by learning from other students regarding their prejudices and their cultural backgrounds.

- -

Contact Cheryl Smith, Resident Director

Institution Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
(716) 649-7900

CODE: 3-E

ETHNIC CULTURAL WORKSHOP

- -

Purpose/Outcome

Primary purpose is to provide social opportunities for the expression of cultural interests of all ethnic groups.

Description

A voluntary membership organization funded by Student Government. Examples of activities include International Dinners, Martin Luther King Day observances, sponsorship of campus activities to enhance cultural awareness, educational field trips and job interview training.

Division/Department/Unit

Academic Affairs

Source of Financial Support

Student Government
Faculty Student Association

Success Evidence

Student/staff feedback and anecdotal information.

- -

Contact Hazel Alfred
Joseph Robustelli

Institution State University College of Agriculture and Technology at Cobleskill
Cobleskill, NY 12043
(518) 234-5624

CODE: 3-E

MINORITY STUDENT UNION

- -

Purpose/Outcome

To provide a social outlet for minority students and to facilitate involvement with campus-wide issues.

Description

Bi-weekly meetings, attendance at appropriate conferences and fairs. Co-sponsor of Minority High School Information Day.

Student involvement is difficult due to the nature of a non-residential campus but efforts to increase participation are on-going.

Division/Department/Unit

Student Affairs: Educational Opportunity Office

Source of Financial Support

College

Success Evidence

Professional observation.

- -

Contact Sylvia R. Carey
Director of Educational Opportunity Program

Institution Broome Community College
P.O. Box 1017
Binghamton, NY 13902
(607) 771-5000

CODE: 3-E

NATIVE AMERICAN OFFICE/NATIVE AMERICAN CLUB

- -

Purpose/Outcome

Promotion of cultural awareness of administrative staff of Niagara County Community College and exploration of one's culture to achieve a more enjoyable college life for both the Native American students and Niagara County Community College staff.

Description

Participation in student activities; inviting Niagara County Community College personnel for cultural related activities sponsored by Native American Club, i.e., lecturers from Native American community, bead work class, advisor training workshops and professional development focused on specific needs of Native American students.

Division/Department/Unit

Student Affairs

Source of Financial Support

College;
Student Activities

Success Evidence

Increased enrollment and retention

- -

Contact Kay L. Brayley, Advisor
Shelly Woodbury, Native American Assistant

Institution Niagara County Community College
3111 Saunders Settlement Road
Sanborn, NY 14132
(716) 731-3271

CODE: 3-E

PRIVATE FINANCIAL AID AND LINKAGES WITH MINORITY COMMUNITIES

Purpose/Outcome

To enhance student success and retention.

Description

The keys to these efforts rely on building high quality relationships between students and faculty, providing a variety of support services, and intervention with every student in every course who is maintaining less than a C average. This approach improves retention,not only among minority students but for the overall student population.

There is a small, private financial aid program available for some minority students and with working linkages with the Native American, Hispanic, and black communities. One of the most effective strategies to help improve retention of minority students is to work with area high schools to help minorities earn a high school diploma, which is part of this effort.

Division/Department/Unit

Academic and Student Affairs

Source of Financial Support

College
Outside resources

Success Evidence

Student performance

Contact

R. Theodore Smith
Dean of Academic and Student Affairs

Institution

Jamestown Community College
525 Falconer Street
Jamestown, NY 14701
(716) 665-5220

CODE: 3-E

TARGETED ACADEMIC PROGRAMS FOR MINORITIES

- -

Purpose/Outcome

The African-American Studies Department is designed to bring into focus, through inter-departmental course offerings in liberal arts and sciences, the history and culture of Africans and their descendants from antiquity to the present.

The primary aim of the Puerto Rican and Latin American Studies program is to offer students a broad and solid academic background.

Description

Readings and classroom lectures bring research, critical analysis, synthesis and interpretation to bear on the contributions of peoples of African descent to the evolution of human civilization, an approach which stimulates intellectual growth and the development of humanist principles.

The curriculum is multidisciplinary and taught by a faculty whose expertise encompasses psychology, anthropology, history, literature, political science and sociology with specific application to Hispanic culture both in the United States and in Latin America. This approach prepares students for specializing in Puerto Rican and Latin American studies at upper division colleges, and for interacting with Puerto Ricans and Hispanics in their chosen careers, particularly if their field involves working with Hispanic constitutents. Those who plan to go on to careers in social work, law, teaching, health sciences and government work with community federal agencies will find a foundation in Puerto Rican and Latin American studies useful.

The courses are open to all students at the college.

Division/Department/Unit

Academic Affairs: African-American Studies; Puerto Rican and Latin American Studies

Source of Financial Support

College

Success Evidence

Academic performance

- -

Contact John Ortiz Marin, Lecturer
John David Vazquez, Assistant Professor

Institution New York City Technical College
300 Jay Street
Brooklyn, NY 11202
(718) 643-4900

87

CODE: 3-F

COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM

- -

Purpose/Outcome

To promote success in course work for graduation, transfer or employment.

Description

Services include counseling, tutoring, career exploration, computer literacy, transfer assistance and enrichment activities.

Division/Department/Unit

Academic Affairs: Learning Support Center

Source of Financial Support

College
VEA
PACE
C-STEP

Success Evidence

Feedback, anecdotal information, program review and retention rates

- -

Contact

Stuart Weinberg
CSTEP Program Coordinator

Institution

Onondaga Community College
Route 173
Syracuse, NY 13215
(315) 469-7741

CODE: 3-F

LEADERSHIP DEVELOPMENT INSTITUTE

- -

Purpose/Outcome

To enhance potential leadership qualities of minority students

Description

The Leadership Development Institute, or LDI, is a student organization component of the Educational Opportunity Program, designed to help prepare Black and Hispanic students to be effective leaders of tomorrow. The goals of the LDI are to: (1) enhance academic performance; (2) learn leadership effectiveness; (3) enhance goal achievement; (4) obtain a 2-year degree; and (5) continue educational growth at a 4-year institution.

Division/Department/Unit

Student Affairs - Educational Opportunity Program

Source of Financial Support

Special programs

Success Evidence

Program review and student/staff opinion

- -

Contact Patricia A. Stevens
Director

Institution Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 424-5200

CODE: 3-F

SPECIAL ADVISEMENT AND FOLLOW-UP

- -

Purpose/Outcome

The purpose is to retain all minorities registered in the Dental Lab Technology curriculum. The attempt is to recruit an increased number of minorities from the City of Buffalo.

Description

Academic advisement is on a continuous basis with the department head. Tutors are assigned to a student to work one-on-one in a laboratory setting to help achieve academic success. A minority club is being formed (DLT student is president) so that students can meet and discuss mutual problems and potential solutions. A task force has been established to insure retention of minority students. The department head, through involvement in the Minority Access to Licensed Professions Project, and visitations to various city schools and locations for recruitment purposes, serves prospective students. The department head is a member of the Advisory Board of Buffalo Vocational Technical Center (BVTC) and the Board of Cooperative Educational Services (BOCES).

Many minority graduates of this program have obtained excellent positions in the dental profession.

Division/Department/Unit

Academic Affairs: Allied Health--Dental Laboratory Technology

Source of Financial Support

College

Success Evidence

Staff/students feedback, anecdotal information, program review, and retention rates (no minority student has attrited).

- -

Contact Dr. Marvin J. Herman
Professor/Department Head

Institution Erie Community College/South Campus
4140 Southwestern Boulevard
Orchard Park, NY 14127
(716) 648-5400

IV. CONCLUDING STATEMENTS

The programs and information supplied by campus administrators, faculty and staff, while not constituting a 100% response, provide a fair estimate of the importance and scope of minority retention efforts in postsecondary occupational education in New York State. Most postsecondary educators recognize the need for focusing on retention and many activities are underway. Is enough being done? Probably not, but the nature and objectives of many of the activities appear to have an appropriate focus when compared to the literature. Programs address access, remediation and ongoing academic support. Programs focus on academic success rather than simple numerical retention. Many programs have a cultural or community element. Tutoring and mentoring are popular strategies, and retention of all students, not only minority students, is the goal of many retention programs.

The programs and activities also reflect the uneven distribution of ethnic enrollments across the state. The majority of the state's two-year college minority students study at those colleges in and around New York City. Programs at small colleges located in geographic areas where only one or two percent of the population is classified as minority are much different from programs that serve colleges populations where the majority are ethnic minorities who must overcome educational, economic and social barriers in order to achieve academic success.

This document is essentially an interim report. There are additional retention-related programs and services in the two-year colleges that do not appear in this document because they were not reported to us. In this publication we have relied on judgments at each

campus as to whether a program or activity was worthy of being shared. It was not our intention to assess the relative merit of these programs but rather to develop a snapshot of existing efforts that have found some success.

Effectiveness is the question that logically follows a publication of descriptions and frequency of programs. During the coming year we will seek cooperation in undertaking on-site verification of program activities and collection of more detailed information on student success. Compilation of this additional data will allow a synthesis of one or more models of a comprehensive retention program. We hope that such a resource will help colleges increase the scope and effectiveness of existing retention activities as well as plan new strategies to increase the success of all students in postsecondary occupational education.

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APPENDIX A

RETENTION OF MINORITY STUDENTS IN
POSTSECONDARY OCCUPATIONAL EDUCATION

Overview Form
for
Chief Academic Officer/Chief Student Personnel Officer

- -

College: _____

Respondent: _____ Title: _____

1a) From your perspective as Chief Administrator, what is the magnitude of the need to specifically address minority retention on your campus?

Very Little		Moderate		Very Great
1	2	3	4	5

b) Please explain your rating: _____

_____

_____

c) New York State Education Department data indicate that the following factors serve as obstacles to the retention of minority students. On behalf of your college, please rank the three most influential obstacles to retention for your local minority students (1=most influential).

_____ Lack college funds for intervention programs
_____ Job/family responsibilities of students
_____ Inability to afford college attendance
_____ Lack of minority faculty/administrative staff
_____ Lack of appropriate social/cultural activities
_____ Surrounding community unsupportive
_____ College located outside minority concentrations
_____ Other: specify: _____

_____

2a) Each college has a number of activities and services that are designed to increase retention of all students, and we expect that many are similar across all campuses. Further, it is expected that within some of these retention efforts, certain segments have been designated specifically for minority students. (Example: an orientation session for minority students.) In Column A, please check which of the following retention activities are currently operational for all students on your campus. In Column B, please check those activities which have a segment or component specifically for minority students.

Column A General Retention Effort:		Column B Has Segment Specifically for Minority Students:
____	Personal recruitment letters to high school/other students	____
____	Pre-college summer program	____
____	Freshman seminar/teaching for success	____
____	Remedial/developmental instruction	____
____	Supplemental instructional opportunities	____
____	Involvement of alumni as role models	____
____	Faculty mentoring/adopt a student	____
____	Early warning system	____
____	Peer mentoring/buddy system	____
____	Pre-registration college visitations	____
____	Recruitment presentations in the community	____
____	Cooperative/intervention programs with high schools	____
____	Academic assessment efforts coupled with courses designed to offset gaps in preparation	____
____	Career guidance to translate educational goals into appropriate programs of study	____
____	Support services/programs for part-time students	____
____	Support services/programs for adult students	____
____	Tutoring	____
____	Child care availability	____
____	Transportation support	____
____	Other, please identify:	____

_____

_____

_____

_____

_____

_____

(Please use reverse of this page if more space is needed.)

2b) It is highly probable that some colleges have retention efforts in addition to those identified in 2a) which are specifically designed and operated primarily for minority students. (It is these targeted efforts for which we request further information through the Specific Program Forms.) Please check any of the following that are functioning on your campus:

Retention Effort Primarily
for Minority Students:

_____ Special advertising to minority community

_____ Office/coordinator for minority affairs

_____ Support groups/clubs for minority students

_____ Ethnic studies courses

_____ Bridge/orientation programs to accustom minority students to college-level coursework and campus atmosphere

_____ Special orientation to help minority students with choice of courses/registration

_____ Tailored financial aid programs and policies

_____ Intrusive or directive academic advising

_____ Other, please specify:

_____

_____

_____

_____

_____

_____

c) Please check all areas from which we will be receiving information from your college about the minority retention efforts designated in 2b, or others as appropriate. (If none, check here. ☐)

_____ Admissions/Recruitment/Enrollment Management
_____ Transfer/Placement
_____ Financial Aid
_____ Counseling
_____ Other Student Support Services
_____ Remedial/Developmental Programs
_____ _____
_____ _____
_____ _____
_____ _____

_____ Academic related support from department(s) or programs in:
(If none, check here. ☐)

_____ Applied Arts, Advertising and Communications
_____ Business Technologies
_____ Computer and Information Technologies
_____ Allied Health Sciences
_____ Engineering Technologies
_____ Agriculture, Educational and Natural Resources and Environmental Technologies
_____ Public and Human Services

_____ Other: Please specify: _____

_____

_____

_____

3) Does your college have data available (or soon to be available) that focuses on the retention of minority students by career programs?

_____ Yes _____ Some _____ No

If yes or some, please provide a brief description (example: enrollment by ethnic category and persistence for two years): _____

_____

_____

_____

If no, are there any plans to compile such data in the near future?

_____

_____

_____

_____

4) Please add other comments or information regarding minority student retention: _____

_____

_____

_____

Thank you for your cooperation.

Please return to: *Dr. laVerna M. Fadale*
Two-Year College Development Center
University at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

SPECIFIC PROGRAM SURVEY: STUDENT AFFAIRS UNITS

Retention of Minority Students in Postsecondary Occupational Programs

- -

DIRECTIONS: The purpose of this survey is to identify and describe programs and/or services within student affairs that are specifically designed to enhance the retention of minority students. For the purposes of this study, "enhance retention" is defined as "enhance academic success."

We are interested in those activities or strategies that are carried out by student services areas to help minority students achieve academic success. Will you help us by describing those efforts that are currently operational in your student services area? (If there is more than one minority retention effort in your area, feel free to duplicate as required.) This information will be compiled into a compendium for sharing with two-year colleges across the state as a resource for networking. With this in mind, please include sufficient detail to be meaningful to others and identify the most appropriate person as a contact.

Please complete the questionnaire, sign the form and once completed, return as soon as possible to your Chief Student Affairs Officer.

Department/Office/Unit/Program Designation: _____

_____

- -

1a) Title of program/service designed specifically to enhance retention of minority students: _____

_____

1b) Name/title of contact person: _____

_____

_____

2. Primary purpose or intended outcome(s) including targeted minority clientele if appropriate: _____

_____

_____

3. Brief description of program/service (use back of sheet if needed):

_____

_____

_____

_____

_____

_____

4a) Please rate the extent to which this effort is successful:

To a Great Extent				To Little or No Extent	Don't Know
5	4	3	2	1	0

4b) Evidence to support this conclusion includes (check all that apply):

_____ opinion of staff or students

_____ anecdotal information

_____ program evaluation/review

_____ increased success/retention rates

_____ other: _____

_____

5. Please indicate whether the following have provided primary or supplemental support to this effort over the past three years:

	Primary	Supplemental
College operating budget	☐	☐
VEA funding	☐	☐
Other grants/outside resources Please specify: _____	☐	☐
Other, please specify:	☐	☐

_____

6. Other comments:

_____

_____

_____

Name and title of person completing this form:

_____

Name Title

SPECIFIC PROGRAM SURVEY: ACADEMIC AFFAIRS DEPARTMENTS/UNITS

Retention of Minority Students in Postsecondary Occupational Programs

. . . . . .

DIRECTIONS: The purpose of this survey is to identify and describe programs and/or services in career academic departments/units that are specifically designed to enhance retention of minority students. For the purposes of this study, "enhance retention" is defined as "enhance academic success."

We are interested in those activities or strategies that are carried out within your academic units to help minority students achieve academic success. Will you help us by describing those efforts that are currently operational? (If there is more than one minority retention effort in your area, feel free to duplicate as required.) This information will be compiled into a compendium for sharing with two-year colleges across the state as a program resource. With this in mind, please include sufficient detail to be meaningful to others and identify the most appropriate person as a contact.

Please complete the questionnaire, and return as soon as possible to your Chief Academic Officer.

Curriculum Area: _____

Academic Program/Department/Unit: _____

_____

- -

1a. Title of program/service designed specifically to enhance retention of minority students: _____

b. Name/title of contact person: _____

_____

2. Primary purpose or intended outcome(s) including targeted minority clientele if appropriate: _____

_____

_____

_____

ERIC Clearinghouse for
Junior Colleges OCT 20 1989

3. Brief description of program/service (use back of sheet if needed):

_____

_____

_____

_____

_____

_____

_____

4a. Please rate the extent to which this effort is successful:

To A Great Extent				To Little or No Extent	Don't Know
5	4	3	2	1	0

b. Evidence to support this conclusion includes (check all that apply):

_____ Opinion of staff or students

_____ Anecdotal information

_____ Program evaluation/review

_____ Increased success/retention rates

_____ Other: _____

_____

5. Please indicate whether the following have provided primary or supplemental support to this effort over the past three years:

	Primary	Supplemental
College operating budget	☐	☐
VEA funding	☐	☐
Other grants/outside resources Please specify: _____	☐	☐
Other, please specify: _____	☐	☐

6. Other comments, information, etc.: _____

_____

_____

_____

Name and title of person completing this form:

_____

Name / *Title*